1. NGOs and LRCs

(1) Establishment and Management of Literacy Resource Center (LRC): An Experience of NRC-NFE, Nepal

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1. Introduction

Like many other developing countries, Nepal suffers from adhocism in Literacy Programs. There is no viable principle and practice of literacy agreeable to all stakeholders involved in the program. Moreover, the Government of Nepal does not give priority to the literacy program. Judging from the budgetary allocation, the Government allocates only 2% of education budget to literacy and post-literacy program. The government actually thinks that the NGOs should play leading role in the field of literacy and non-formal education. Therefore of the total program the government has been taking responsibility only of 40% of the program, whereas the NGOs have been taking responsibility of 60% of the literacy program.

In Nepal approximately 510 NGOs and 15 INGOs are involved in the literacy programs. In the government sectors also about nine offices i.e. Non Formal Education Council, NFE Section of the Ministry of Education, Basic and Primary Education Project, Women Education Section, Curriculum Development Center, Ministry of Social Welfare, Women Development Ministry, Agriculture Bank, Family Planning Project are running variety of NFE programs.

Due to lack of systematic curriculum, learning materials, testing service and training of personnel system for literacy, post-literacy and continuing education, literacy and other levels of NFE programs are facing many difficulties.

APPEAL Program of UNESCO and ACCU have done pioneering works in the field of curriculum, learning materials and training of personnel.

Therefore a strong need was fell for an organization, which could help the Government offices, NGOs and INGOs in the development of curriculum, learning materials, training of personnel and development of testing tools of learners’ achievement.

Therefore, in 1996, about forty NGOs and the Government offices concerned with literacy and NFE program met together to discuss the basic problems and issues related to literacy promotion programs in Nepal. The meeting unanimously recommended establishing a National Resource Center for Non Formal Education (NRC-NFE). Thus NRC-NFE came into being as an autonomous and independent organization charged with following tasks.

(1) Development of NFE programs for different target groups based on action research.
(2) Training of literacy personnel working in GOs, NGOs and INGOs.
(3) Helping the government to develop and implement the National Literacy Curriculum and helping community organisations to adapt the curriculum to local needs.
(4) Forming network with all organizations working in the field of literacy, post-literacy and continuing education.

2. Functions of NRC-NFE

(1) Program Development and R & D
Under this function, survey will be carried out to identify various target groups who would need non formal education such as illiterates, semi-literates and new literates (i.e. by level of literacy) male and female (by genders), rural people living in difficult areas (by situations), farmers, labours, small traders, artisans etc. (by profession.)

To develop functional literacy and continuing education program to different target groups and validate its through action research project.

(2) Curriculum & Learning Materials Development
The government has developed a National NFE Curriculum. LRC is helping the Govt and CBOs to adapt the curriculum to local needs. Learning materials would be collected from government and NGOs, and would be developed according to curriculum, and would be field-tested and finalized. Learning materials would also be classified according to the need of the target groups, subject requirements, functional and vocational education.

All types of learning materials will be given appropriate attention such as:

a. Printed Book Materials
b. Printed Non Book Materials
c. Electronic Materials
d. Others.

(3) Training of Personnel
There are three types of functionaries who need training such as:
Level A: Senior administrators and policy makers
Level B: Zone/district supervisors and trainers of 
trainers
Level C: Teachers and field workers in continuing 
NFE continuing education.

There are two dimensions to this NFE staff training 
programme, namely (i) training required for the 
general duties performed in all areas of CE and (ii) 
specialized training required for specific types of 
programmer and activities e.g. IGP, IIP and so on.

Another important aspect of the training role of 
LRC would be to help various community agen-
cies, which provide CE to design and present high 
quality activities. A further point is that 
volunteerism has a very important role in basic 
education and CE and that while any volunteers 
may be well skilled in the areas of their expertise 
they may need training for specific tasks such as 
leadership, communication, course design and so 
on. Training should be flexible and responsive and 
be competency based so that each individual can 
be trained only in area of need using cost effective 
delivery modes and training methods.

3. Networking and Information Dissemina-
tion

One of the most important function of the NRC-NFE 
would be a form of network of all agencies, institutions 
and organization both government and non-govern-
ments to link each other. There could be several 
networks. For example, a group of organizations, which 
is interested in learning materials development, could 
form a network for developing the learning materials. 
Similarly there could be a training network, etc.

One of the main functions of the NRC-NFE would be to 
help the local community learning centres and literacy 
classes to disseminate development information to the 
people who need them. For instance, the learning centre 
must be able to provide information on family planning, 
childcare, home management to mothers, information on 
health, hygiene etc. to the public, information on the 
danger of drug and AID to the youths. Similarly, information 
on agriculture and small business management to the farmers and the youths also has to be provided. In this process a task of information collection, analysis, repackaging and dissemination are needed.

4. Establishment of NRC-NFE/ACCU/LRC

Illiteracy among girls and women is very severe in 
Nepal. Therefore NRC-NFE wants to focus more atten-
tion on the literacy program of girls and women. In this 
regard, NRC-NFE is very grateful to ACCU for provid-
ing generous assistance to set up a Literacy Resource 
Center (LRC) for Girls and Women in Rural Area in Nepal 
in 1996.

The specific objectives of the LRC are given below.
(1) Establish a Literacy Network among the govern-
ment agencies especially with the National Council 
for NFE and other bodies, which are working for 
Literacy and NFE, and NGOs working for Literacy 
and NFE for girls and women in Nepal. The LRC 
works with ACCU as its counterpart organization in 
Nepal. It also networks with other LRCs associated 
with ACCU.
(2) Work closely with Asia Pacific Program of 
Education for All (APPEAL) of UNESCO 
PROAP. The LRC will adapt APPEAL Training 
Materials for Literacy Personnel and CE Person-
nel revising them appropriately to suit the needs 
of Nepal.
(3) Study the learning needs of girls and women living 
under various situations and prepare needs-based 
literacy and CE programs and field-test them.
(4) Promote Community Literacy Center (CLC) 
program to help in the preparation of literacy and 
CE program linked with rural development.
(5) Help Community Based Organizations (CBOs) to 
adapt the National Curriculum to local situation 
developing interesting, attractive and useful 
literacy materials based on needs and problems of 
girls and women in various parts of Nepal.
(6) Adapt Asian/Pacific Joint Production Programmes 
of Materials for Neo-Literates in Rural Areas 
(AJP) of ACCU and distribute them widely.
(7) Develop training packages for different types and 
levels of functionaries of literacy and NFE such as 
instructors, animators, supervisors, local organiz-
ers, managers, etc. and conduct training of key 
personnel.
(8) Develop methods and tools of evaluation of 
literacy and the NFE program and learners 
achievement.

5. Organisation Set Up

(1) Consultative Committee (CC)
There is a Consultative Committee (CC) to oversee 
the work of the LRC and to give guidance to it 
continuously. The members of the CC are from all 
partner NGOs and GOs of the LRC. All the partner 
NGOs are entitled to receive LRC publications free 
of charge. Moreover, they have access to the 
internet of the LRC. The CC meets once in six 
months at the minimum.
(2) Executive Committee
There is an Executive Committee of the LRC 
comprised of 9 members. The chairman of NRC-
NFE is a chairman of the LRC consultative
committee as well as the executive committee. One representative each from National Council of NFE, CERID, National Terakoya Committee, and CEFA will be ex-officio members of the executive committee. Four members of the executive committee will be elected from the consultative committee. The executive committee will meet once a month when the chairman convenes.

(3) Subject Committees
The LRC may form various subject committees such as curriculum committee, learning materials committee, training committee, research committee, etc., according to the needs.

(4) Secretariat
The NRC-NFE/ACCU LRC will have a secretariat composed of the Executive President and other required staff.


The president of NRC-NFE participated in the ACCU Regional Meeting on Literacy Program from 9-15 July 1996 in Japan.
(1) Conducted a Training workshop for Developing Literacy Resource Center for Girls and Women in Nepal on 20-31 August 1996 and,
(3) It also developed and printed following literacy materials
Three Booklets - Women Smiles part I, II, and III
Three Posters - Are we Destined to Perform Traditional Types of Works Only? - We are Equally Capable, - Increase Income by Establishing Enterprises.

7. Development, Printing and Utilization of Literacy Materials

(1) Development of a Guidebook for the Training of Literacy Personnel based on ATLP (August 1977). This has helped to improve the quality of literacy instruction in Nepal. Accompanying with the Guidebook, following materials were also developed.
 a. Teacher’s guide to teach “Women Smiles” and a workbook for the participants.
 b. Teacher’s guide to teach existing materials basically Naya Goreto.
(2) Booklets for Neoliterate (May 1998)
 a. Let us use Compost Manure and Increase Production.
 b. Women’s Co-operative
(3) Poster
 a. Let’s Work Together and Be Self Reliant

8. Training of Literacy Personnel

NRC-NFE conducted three training courses in different parts of Nepal to improve qualification of literacy instructors as given below:
(1) National Pilot Training of Literacy Personnel at Kathmandu on 19-28 October 1997.

9. Literacy Watch Bulletin

NRC-NFE also acts as a publisher of a Bulletin entitled “Literacy Watch Bulletin” on behalf of the National Terakoya Committee and National Literacy Watch Committee. The main objectives of the bulletin are to inform and raise awareness on the seriousness illiteracy problem in Nepal and to advocate for more resources and efforts from the Government, donors and the local people. So far, four issues of the bulletin were published.
First Issues: February 1997
Second Issues: August 1997
Third Issues: December 1997 (Special issues on Girls and Women’s Literacy)
Fourth Issues: February 1998 (Special issues on Poverty Alleviation and Literacy)
Fifth Issues: August 1998 (Special issue on Literacy Campaign in Nepal)

10. LRC Building Construction

With the generous assistance of ACCU, LRC Building was constructed at Talchikhel, Satdobato, Patan, Nepal. NRC-NFE also expresses its gratitude to Mr. & Mrs. T. M. Sakya for donating land for the construction of the Building. A contract for the construction of the building signed between ACCU and NRC-NFE on 1st November 1997. The building was completed on 31 March 1998.

11. Capacity Building Workshop of LRC

(1) Mr. T.M. Sakya, President (16-20Feb)
(2) Mr. D.B. Shrestha, Director (16-26Feb)
(3) Ms. Samjhana Shakya, Computer Operator and Documentalist (21-26Feb)
The LRC upgraded its computer and purchased a scanner and a photocopy machine to enhance its capability in April 1998.

**12. LRC Home Page**

LRC Nepal has developed a homepage (22 pages) on literacy in Nepal and linked with ACCU through an International Network.

**13. Evaluation of APPEAL Activities funded by Japanese**

UNESCO, Bangkok, has requested this organization to carry out in-depth evaluation of APPEAL activities in Nepal from 1993 to 1997, which was funded by Japanese and Norwegian Governments. It especially focused on the ATLP program, pilot project for the promotion of literacy among youth and adults in Sarlahi District and Promotion of Basic Learning Materials for girls and women in Nepal. The Evaluation Report has already been submitted to the UNESCO, Bangkok.

**14. Early Childhood Education Training**

In order to promote literacy and basic education among girls and women, early childhood education plays an important role. Therefore NRC-NFE/ACCU LRC is promoting early childhood education through the empowerment of women in rural areas.

We had been experimenting three types of early childhood education models.

1. Training mother and grandmothers to provide early childhood education at home and neighborhoods.
2. Community Based Early childhood education centers to be established by women groups in villages.
3. Upgrading of the skills of teachers in early childhood education centers established by public schools and private schools.

LRC has successfully conducted a training course for twenty early childhood education teachers at LRC on 1-13 April 1998.

**15. Training Program of 1998**

In 1998/99 LRC is organising Training of Literacy Personnel in five districts in different parts of Nepal. Similarly, it is organising training of CE Personnel in three Region of Nepal.

**16. Other Activities**

2. Providing support to the Community Learning Centers in Khokana, Chapagoan, Sidhipur, Thecho, Bungamati and Sunakuthi in cooperation with Rotary Clubs.
3. LRC sent letter to all Municipalities of Nepal offering our technical help to them to promote literacy in their municipal areas. The Sidhartha Municipality and the Sanothimi Municipality requested our assistance and we are working with them. A project for alleviating poverty through literacy program has already been started with the help of UNDP in Lalitpur Municipality area.